



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 11161316  
SAU: New Sweden School Department  
School: New Sweden Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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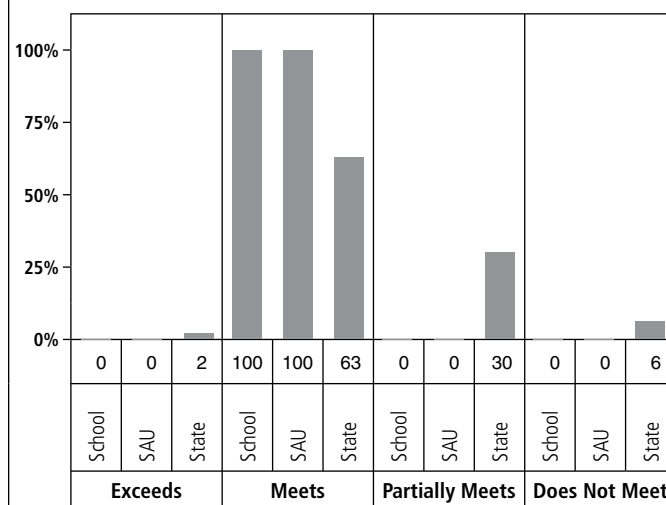
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 3  
 SAU: New Sweden School Department  
 School: New Sweden Consolidated School

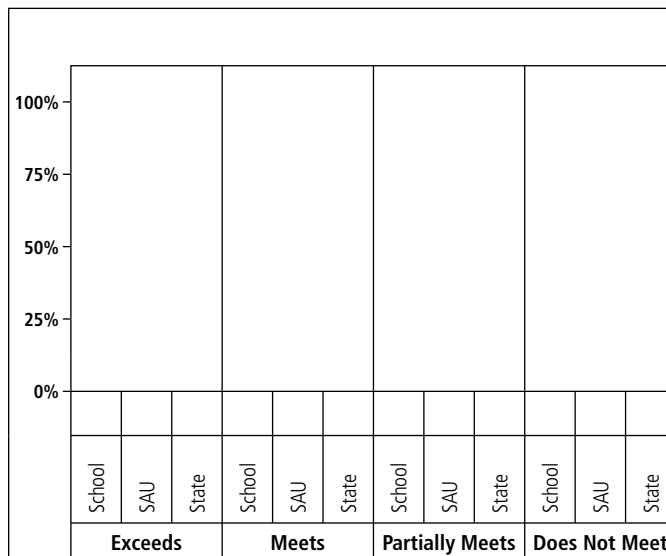
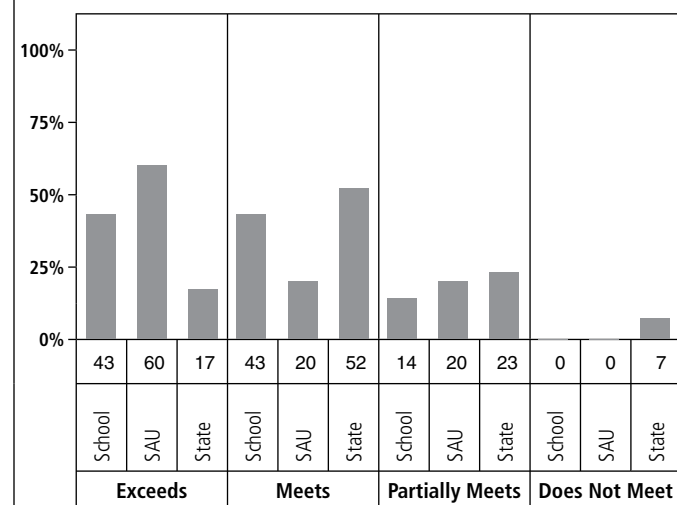
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	343	344	345
2007–2008	347	347	344
<b>2008–2009</b>	<b>347</b>	<b>349</b>	<b>345</b>
Cum. Avg.*	345	346	345
<b>Mathematics</b>			
2006–2007	354	356	347
2007–2008	353	353	347
<b>2008–2009</b>	<b>357</b>	<b>357</b>	<b>348</b>
Cum. Avg.*	355	355	347

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: New Sweden School Department  
School: New Sweden Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	7	100	5	100	13763	100	7	100	5	100	13691	100	7	100	5	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	1	14	1	20	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	6	86	4	80	12846	93	6	100	4	100	12788	100	6	100	4	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	2	29	0	0	2414	18	2	100	0	0	2388	100	2	100	0	0	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	7	100	5	100	5887	43	7	100	5	100	5847	100	7	100	5	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	4	57	4	80	10316	75	4	57	4	80	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	3	43	1	20	3179	23	3	43	1	20	3152	23						
Identified disability (PET/IEP)	2	67	0	0	1757	55	2	67	0	0	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	33	1	100	1192	37	1	33	1	100	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: New Sweden School Department  
School: New Sweden Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	0	0	0	0	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	4	36	3	43	8691	63
	2007-2008	6	100	6	100	8403	62
	<b>2008-2009</b>	<b>7</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	17	71	14	78	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	7	64	4	57	3781	27
	2007-2008	0	0	0	0	4018	30
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	7	29	4	22	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	0	0	1021	7
	2007-2008	0	0	0	0	938	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>748</b>	<b>6</b>
	Cum. Total*	0	0	0	0	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	30.9	67.2	32.2	70.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.7	64.7	22.0	68.8	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	10.1	72.1	10.2	72.9	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: New Sweden School Department  
 School: New Sweden Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	7	0	0	7	100	0	0	0	0	347	5	0	100	0	0	349	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	6	0	0	6	100	0	0	0	0	348	4						12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										0						2194	0	32	50	18	338
No	5	0	0	5	100	0	0	0	0	349	5	0	100	0	0	349	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	7	0	0	7	100	0	0	0	0	347	5	0	100	0	0	349	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	7	0	0	7	100	0	0	0	0	347	5	0	100	0	0	349	5721	1	52	39	9	342
No	0										0						7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	7	0	0	7	100	0	0	0	0	347	5	0	100	0	0	349	13489	2	63	30	6	345
<b>Gender</b>																						
Female	3										2						6568	3	67	26	4	346
Male	4										3						6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										0						2300	0	39	49	11	340
No	5	0	0	5	100	0	0	0	0	349	5	0	100	0	0	349	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	7	0	0	7	100	0	0	0	0	347	5	0	100	0	0	349	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: New Sweden School Department  
 School: New Sweden Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	86	0	0	6	100	0	0	0	0	348	100	0	100	0	0	349	80	2	66	28	4	345
C. one to two hours	14	0	0	1	100	0	0	0	0	342	0						13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	57	0	0	4	100	0	0	0	0	347	60	0	100	0	0	347	47	3	68	24	4	346
B. good	43	0	0	3	100	0	0	0	0	348	40	0	100	0	0	351	41	1	62	31	5	344
C. fair	0										0						9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	43	0	0	3	100	0	0	0	0	345	40	0	100	0	0	347	31	3	63	28	6	345
B. They match some of what I have learned.	57	0	0	4	100	0	0	0	0	349	60	0	100	0	0	350	49	2	68	26	3	345
C. They match just a little of what I have learned.	0										0						14	1	53	39	7	342
D. There is no match.	0										0						6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	29	0	0	2	100	0	0	0	0	346	20	0	100	0	0	348	18	1	50	38	11	342
B. about the same as my regular schoolwork	29	0	0	2	100	0	0	0	0	350	20	0	100	0	0	358	57	2	68	26	3	346
C. easier than my regular schoolwork	43	0	0	3	100	0	0	0	0	346	60	0	100	0	0	346	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	14	0	0	1	100	0	0	0	0	342	0						15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	86	0	0	6	100	0	0	0	0	348	100	0	100	0	0	349	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	0										0						37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	29	0	0	2	100	0	0	0	0	354	40	0	100	0	0	354	22	3	67	25	4	346
B. 20 minutes to an hour	14	0	0	1	100	0	0	0	0	348	20	0	100	0	0	348	46	2	68	26	4	346
C. less than 20 minutes	14	0	0	1	100	0	0	0	0	342	0						18	1	56	36	8	343
D. I rarely read at home.	43	0	0	3	100	0	0	0	0	344	40	0	100	0	0	344	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	43	0	0	3	100	0	0	0	0	346	40	0	100	0	0	347	29	1	56	36	7	343
B. six to ten pages	43	0	0	3	100	0	0	0	0	345	40	0	100	0	0	346	21	2	62	31	5	344
C. eleven or more pages	14	0	0	1	100	0	0	0	0	358	20	0	100	0	0	358	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: New Sweden School Department  
School: New Sweden Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	2	18	2	29	1985	14
	2007-2008	2	33	2	33	2277	17
	<b>2008-2009</b>	<b>3</b>	<b>43</b>	<b>3</b>	<b>60</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	7	29	7	39	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	9	82	5	71	6990	51
	2007-2008	2	33	2	33	6764	50
	<b>2008-2009</b>	<b>3</b>	<b>43</b>	<b>1</b>	<b>20</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	14	58	8	44	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	0	0	0	0	3673	27
	2007-2008	2	33	2	33	3504	26
	<b>2008-2009</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>20</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	3	13	3	17	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	0	0	0	0	1193	9
	2007-2008	0	0	0	0	1044	8
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>997</b>	<b>7</b>
	Cum. Total*	0	0	0	0	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	37.6	78.3	36.8	76.7	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	14.1	70.5	13.6	68.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.9	86.3	7.0	87.5	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	6.9	86.3	7.0	87.5	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	9.7	80.8	9.2	76.7	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: New Sweden School Department  
 School: New Sweden Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	7	3	43	3	43	1	14	0	0	357	5	60	20	20	0	357	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	6	3	50	2	33	1	17	0	0	359	4						12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										0						2204	6	36	36	22	338
No	5	3	60	1	20	1	20	0	0	357	5	60	20	20	0	357	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	7	3	43	3	43	1	14	0	0	357	5	60	20	20	0	357	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	7	3	43	3	43	1	14	0	0	357	5	60	20	20	0	357	5727	10	48	31	12	343
No	0										0						7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	7	3	43	3	43	1	14	0	0	357	5	60	20	20	0	357	13501	17	52	23	7	348
<b>Gender</b>																						
Female	3										2						6568	16	52	24	8	348
Male	4										3						6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										0						2300	4	43	39	14	340
No	5	3	60	1	20	1	20	0	0	357	5	60	20	20	0	357	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	7	3	43	3	43	1	14	0	0	357	5	60	20	20	0	357	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: New Sweden School Department  
 School: New Sweden Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	86	3	50	2	33	1	17	0	0	357	100	60	20	20	0	357	80	19	54	22	5	349
C. one to two hours	14	0	0	1	100	0	0	0	0	360	0						13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	71	2	40	3	60	0	0	0	0	361	60	67	33	0	0	362	40	25	51	17	7	351
B. good	29	1	50	0	0	1	50	0	0	349	40	50	0	50	0	349	45	14	56	24	6	348
C. fair	0										0						12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	1	33	1	33	1	33	0	0	351	60	33	33	33	0	351	38	23	52	19	5	351
B. They match some of what I have learned.	57	2	50	2	50	0	0	0	0	363	40	100	0	0	0	366	45	16	56	22	6	348
C. They match just a little of what I have learned.	0										0						12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	29	2	100	0	0	0	0	0	0	366	40	100	0	0	0	366	17	8	45	34	13	342
B. about the same as my regular schoolwork	57	1	25	2	50	1	25	0	0	353	60	33	33	33	0	351	59	19	55	21	5	350
C. easier than my regular schoolwork	14	0	0	1	100	0	0	0	0	360	0						24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	29	0	0	2	100	0	0	0	0	353	20	0	100	0	0	348	15	8	41	35	15	341
B. 30–45 minutes	57	2	50	1	25	1	25	0	0	359	60	67	0	33	0	358	29	16	54	23	6	348
C. 45–60 minutes	14	1	100	0	0	0	0	0	0	362	20	100	0	0	0	362	32	21	55	19	5	350
D. more than 60 minutes	0										0						25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						6	6	33	39	23	337
B. two or three days a week	0										0						12	15	55	22	8	348
C. two or three times each month	0										0						26	20	56	19	5	350
D. never or almost never	100	3	43	3	43	1	14	0	0	357	100	60	20	20	0	357	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	86	2	33	3	50	1	17	0	0	357	80	50	25	25	0	356	37	14	51	27	9	346
B. two or three days a week	0										0						27	20	55	19	6	350
C. two or three times each month	0										0						19	22	53	19	6	350
D. never or almost never	14	1	100	0	0	0	0	0	0	362	20	100	0	0	0	362	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											